Pupil Development Grant School Statement (2025-2026)

This statement details our school's use of the PDG for the 2025 to 2026 academic year.
It outlines our strategy, how we intend to spend the funding in this academic year and the effect that last year's spending had within our school.

School Overview

Detail	Data
School	Dwr y Felin Comprehensive School
Pupil numbers	1,117
Proportion (%) of PDG eligible learners	Whole School - 17.2% Year 7 – 19.11% Year 8 – 14.68% Year 9 – 18.5% Year 10 – 17.65% Year 11 - 16.0%
Date this statement was published	Autumn 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	C Richmond
PDG Lead	L Thomas
Governor Lead	G Addis-Fuller

Funding Overview

Detail	Amount
PDG funding allocation this academic year PDG: £ 221,950 — PDG Smoothing: £ 13,800	£235,750
Total budget for this academic year	£6,854,464.00

Part A: Strategy Plan
Statement of intent

The Pupil Development Grant (PDG) is funding from the Welsh Government that helps schools support pupils who may face extra challenges, including those on free school meals, adopted children, and children in care. The aim is to make sure all learners have the same chances to succeed by helping close the gap between them and their peers.

Schools use the grant to improve learning and teaching, support wellbeing and attendance, build strong relationships with families, and help pupils progress through and beyond school. This can include extra teaching support, afterschool activities, wellbeing programmes, or staff training.

What This Looks Like at Dŵr y Felin

At Dŵr y Felin, each year group has a Pastoral Engagement Officer who provides daily support with attendance, wellbeing, and pastoral needs. Staff are trained in a range of mental health and wellbeing approaches, and regular communication with families helps address any attendance barriers.

In Key Stage 4, the role is split so pupils receive both dedicated wellbeing support and access to alternative learning pathways if mainstream lessons become challenging. This helps ensure every pupil stays engaged and has the opportunity to succeed.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improve reading skills	• eFSM pupils gain a reading age comparable to their chronological age • eFSM behaviour profiles are comparable to other cohorts of pupils • eFSM pupils show improved attitudes to learning • Pupil voice shows improved confidence in and attitude towards reading • Increase in 'caught reading' points for eFSM
To ensure positive school engagement by providing pastoral intervention support including wellbeing	• Improved eFSM attendance from 83.75% to over 85% • Decreased dis-engaged and passive/inconsistent ATL for eFSM pupils

and emotional literacy and behaviour support.	• eFSM Pupil self-reflections and goal setting in subject and Wellbeing books improve over time
Developed a Wellbeing Curriculum that support pupils' skills and ambitions.	• Continue to refine and adapt the wellbeing curriculum ensuring relevance and responsive to societal and pupils' needs, which will include learner voice and wellbeing themes. • Expose eFSM pupils to outside speakers and examples of employment and training. • Increased/improved post 16 transition destinations for eFSM pupils

Activity in this academic year

This details how we intend to spend our PDG **this academic year** to achieve the intended outcomes listed above

- Wellbeing team and intervention staff salaries
- Reading and cognitive assessment test costs
- Funding additionality to support access to the curriculum and extracurricular opportunities.
- Transport costs to alternative provision settings
- Offsite learning costs
- Pupil equipment (including uniform)

Learning and teaching

Budgeted cost: £153,000

Activity	Evidence that supports this approach
To break down barriers that poverty puts in place to learning by providing literacy support and intervention.	• Dedicated HLTA and Literacy co-ordinator to support pupils academic progress through interventions. Staff more available (non-teaching) to support pupils promptly and be responsive. • Data from LA reading review with Y7+8 in Sept 2025 and test all pupils in Y7 –9 for reading and spelling. Reading ability is critical for accessing curriculum. • Providing after school homework clubs 3 days per week, as a resourced quiet space (staffed) supports pupil focus and revision. • Extra support through KS4 support teacher given the benefits of alternative curriculum pathways, access to small group interventions, and also 1:1 specialist

	support addresses bespoke need and accessing next steps in education. • Alternative courses and qualifications sourced with transition support from school for eFSM pupils and their families (linked to above)

Community Focused Schools (to include: (i) building strong partnerships with families; (ii) responding to the needs of the community; (iii) collaborating with other services)

Budgeted cost: £41,375

Activity	Evidence that supports this approach
Extra-curricular, Wellbeing and emotional literacy and behaviour support.	• Developing a school's inclusive learning offer ensures equity is central to pupils' learning opportunities. Pupils have individual needs that are diverse and bespoke to them and their families. • Building cultural capital enhances learning experiences and pupil engagement (focus on learner effectiveness and attitudes to learning).

Wider strategies (for example and where applicable, Health and Well-being, Curriculum and Qualifications, Leadership and Raising Aspirations)

Budgeted cost: £ 41,375

Activity	Evidence that supports this approach
Developed a Wellbeing Curriculum that support pupils' skills and ambitions.	• Evidence shows that vulnerable and more disadvantaged pupils are less engaged with school since the pandemic.

Total budgeted cost: £235,750

Part B: Review of outcomes in the previous academic year

2024-25 Outcomes (Examinations)

- FSM overall Capped 9 of 301.7 compared to non-FSM of 366.3. Family average FSM was 308.6, LA average FSM was 265.5 and Welsh average was 300.8.
- Literacy: FSM/non-FSM gap of –12.9 points (28.5 vs. 41.4). This has increased on 2023-24 and compares with an LA gap of -10.4 points. The Welsh gap was –9.7.

- Numeracy: FSM/non-FSM gap of –8.7 (36.6 vs. 27.9). Gap is almost same as 2023-24. Compares with an LA Gap of -11.6.
- Science: FSM/non-FSM gap of –10.2 (24.3 vs. 34.5). Gap is almost same as 2023-24. Compares with an LA Gap of -13.0.

Activity/Outcomes	Impact
To break down barriers that poverty puts in place to learning by providing literacy support and intervention	We have trained pastoral engagement officers (5) to support pupils learning. We have a dedicated HLTA who support pupils academic progress through interventions. Provide pupils with equipment including school uniform. Providing after school homework clubs 3 days per week. Regulation area – sensory circuit area. Improved behaviour (see Behaviour Review Report).
To ensure positive school engagement by providing pastoral intervention support including wellbeing and emotional literacy and behaviour support.	The PEOs work monitor the attendance of, and work with, the FSM pupils to ensure that they maximise their attendance. As such the attendance of FSM pupils up to end year 2024-25 for DYF is 83.76%, which compares favourably with NPT data (81.61%) and All Wales (80.9%)
Developed a Wellbeing Curriculum that support pupils' skills and ambitions.	Developed a Wellbeing Curriculum that support pupils' skills and ambitions. Develop a school inclusive learning offer to ensure equity is central to pupils learning opportunities.

Externally provided programmes

Please include the names of any programmes that you purchased in the previous academic year. This will help us identify which ones are popular in Wales.

Programme	Provider
Zones of Regulation Training	James Marshman OT NPT Inclusion Service
Rapid Reading Plus	Pearson
ELSA	ELSA Network
Trauma Informed Schools	Trauma Informed UK